Ministry of
Education

2001/02
Annual Report
A New Era Update

BRITISH
COLUMBIA

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Introductory Note — A Year of Transition

The Government of British Columbia and its ministries are committed to reporting on performance. The *Budget Transparency and Accountability Act* (BTAA), as amended in August 2001, provides the legislative framework for a regular cycle of planning, reporting and accountability. Under the BTAA, ministries are responsible for producing three-year service plans (previously called performance plans), which are updated yearly, and annual service plan reports (formerly called performance reports). The amended BTAA takes effect beginning with the 2002/03 fiscal year. The first three-year service plans, covering the period 2002/03 to 2004/05, were released with the provincial budget on February 19, 2002.

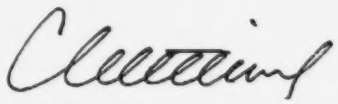
This annual report relates to the previous fiscal year, covering April 1, 2001, to March 31, 2002. This was a transition year, with a new government sworn into office on June 5, 2001. On that day, there was an extensive reorganization of ministries, which were given significant new policy direction and tasked with the responsibility for implementing the government's *New Era* commitments. Later in the year, ministries proceeded through the core services review, which refined the mandates of ministries and identified the strategic shifts required to move government toward its long-term objectives.

This report provides an update on all that activity and also provides a report on performance, approaching the model provided by the BTAA as closely as is possible in the circumstances. An annual report would normally relate back to a preceding plan and report on the results achieved compared with the intentions outlined in that plan. In this case, the preceding plan was produced before the adoption of the significant changes outlined above, and as noted, this ministry has been significantly reorganized, and policies and priorities have changed. This limits the extent to which performance information as described in the previous plan is useful.

Consequently, this report sets out the ministry's redefined role and the services it provides, and — within the context of its goals and objectives as they evolved through the year — describes the achievements of the ministry and the performance targets being used to measure success.

Accountability Statement

The 2001/02 Ministry of Education Annual Report was prepared under my direction and I am accountable for the results the Ministry achieved since June 5, 2001. This report describes progress made in the first year on the government's *New Era* commitments, which are to be addressed by May 17, 2005.



Christy Clark
Minister of Education

June 26, 2002

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BRITISH COLUMBIA

Ministry of Education

It is my pleasure to present the Ministry of Education's 2001/02 Annual Report — a *New Era Update*.

Education is the cornerstone of our society and a priority of our government. Since becoming Minister a year ago, my Ministry has focused on ensuring we put students first in all our decisions, and consistently strives to provide the best education system in Canada.

My government's vision of a top-notch education system is one that values parents, provides choices for students, supports local decision-making, strengthens accountability at every level across the system and has as its top priority, at all times, improving student achievement.

We're making great progress; in the first 12 months of our four-year mandate we have fulfilled 73 per cent of our *New Era* Education commitments. Within the first 90 days we moved to restore education as an essential service, to ensure that students are never again denied access to education simply because of a labour dispute. We also guaranteed the right of parents to volunteer at their childrens' schools, making it clear that this right cannot be bargained away in collective agreements.

To support our goal of improving student achievement, we are committed to providing greater autonomy to locally elected school boards, better accountability measures at all levels of the education system, greater parental involvement in their children's schools, a new range of choice for students and parents in school selection, and a stable, transparent system of funding. All of these commitments are reflected in amendments to the *School Act*.

These are significant changes that form the foundation on which we will continue to build our vision of a strong education system. Some break new ground in our history as a province. Some will meet with resistance; some will be cheered; all will require time — and commitment — to make a difference.

Education is the foundation of our future. I intend to continue to work with parents, teachers, trustees, principals and communities in our ongoing efforts to put students first as we build a top-notch education system.

Christy Clark
Minister of Education

Message from the Deputy Minister

The Ministry of Education's Annual Report 2001/02 presents our most recent information related to student achievement and provides the status of changes government is making to improve student achievement in British Columbia.

The Ministry is currently implementing a number of strategic shifts to move the system closer to the goal of providing a top-notch education system. We are committed to achieving this goal through ensuring increased flexibility and improved accountability at all levels of the system.

During the fall and early winter of 2001, we met with each district superintendent in the province to talk about a new accountability system and a simplified approach to funding the education system. The new funding structure is predictable, so districts can plan for three years at a time rather than one. We have moved from a system where funding was tied to more than 60 programs, each with its own formula, to a system where funding is student-based.

District accountability contracts now ensure that priorities will be set and resources allocated based on the most important thing — improving student achievement.

Internally, the Ministry's structure has shifted to support our goals. We are finalizing accountabilities for each department and refocusing staff on core areas of business. In general, the Ministry's focus has shifted to support a predictable, three-year funding envelope that is understandable, comprehensive and transparent; reduced regulations; accountability at all levels; and school districts driven by student achievement results.

It is through the dedication of Ministry staff, school district and school staff throughout the province that these changes to the kindergarten to Grade 12 education system will be achieved.

Sincerely,

Emery Dosdall
Deputy Minister of Education

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Year-at-a-Glance Highlights

A number of significant events occurred in 2001/02 in the Ministry of Education. These events were aimed at improving key aspects of the education system and were focused on increasing opportunities for parental involvement in their child's education, enabling greater choice and flexibility in education programming for students and parents, providing greater autonomy to School Boards, ensuring that the education system is accountable for improving student achievement, and improving service delivery.

- On August 9, 2001 the *School (Protection of Parent Volunteers) Amendment Act*, was passed. For the first time ever, we have guaranteed the right of parents to volunteer at their children's school, and ensured that this right cannot be bargained away in collective agreements. At the same time, this legislation makes it clear that services performed by volunteers will not result in the displacement of an employee.
- The government fulfilled its 90 day *New Era* commitment to restore education as an essential service under the *Skills Development and Labour Statutes Amendment Act*, which passed on August 16, 2001. This legislation formally recognizes the importance of education, and ensures that students are not denied access to education simply because of a labour dispute.
- On January 28, 2002 amendments to the *School Act* (Bill 28) enshrined class size in legislation for the first time ever. Strict class size limits are in place for Kindergarten to Grade 3, and for Grade 4 through 12 district-wide class size averages have been enshrined.
- The Ministry introduced a new simplified funding allocation system in March 2002, giving locally elected School Boards stable, predictable multi-year funding envelopes to improve long-term education planning and budgeting. In order to reduce the regulatory burden on School Boards, budget reporting requirements have been simplified.
- In March 2002, the Ministry's first annual satisfaction surveys were distributed to parents, students and staff. The results of these surveys were reported to School Boards and schools in June 2002, and will be used to inform school level planning and the development of district accountability contracts. Satisfaction surveys are an important accountability measure that can be used to celebrate successes, identify areas that need improvement, and track the improvements made.
- At the end of March 2002, the government provided a one-time grant of $44.6 million to schools in BC. School districts received nearly $42.8 million, and independent schools received a proportional share, totaling $1.8 million. This one-time grant was achieved primarily through savings in the Ministry of Education's budget, and will allow school districts and independent schools to meet the unique student needs in their communities.
- The creation of School Planning Councils, through amendments to the *School Act* (Bill 34) introduced in spring 2002, will give parents a greater role in school planning and decisions that affect their child's education. Parental involvement is the key indicator for improved student achievement, and improving student achievement is the cornerstone of the Ministry's work.
- The Ministry is working to increase choice in school selection for students and parents. Amendments to the *School Act* (Bill 34) will give students the choice to attend any school in the province provided space is available.
- School Boards have repeatedly asked for the ability to engage in entrepreneurial activities. Amendments to the *School Act* (Bill 34) allow School Boards to create separate entities through which they can engage in a variety of entrepreneurial activities like providing consulting services, educational or administrative expertise or international education.

- Through amendments to the *School Act* in spring 2002, the Ministry formally recognized District Parent Advisory Councils as a valuable link between local Parent Advisory Councils and the British Columbia Confederation of Parent Advisory Councils. DPACs provide another avenue for parents to have input into the educational system.
- The Ministry has also restored the title Principal and Vice Principal to these educational leaders in our schools, in recognition of the vital role they play in the education system.
- The Ministry of Education is reviewing graduation requirements to better support the success and achievement of all students. Consultations with education partners have occurred across the province. Specific attention is being placed on expanding pathways to success, improving student achievement, and increasing student, parent and community satisfaction. In October 2002 the Graduation Requirements Review will make recommendations for education standards designed to meet the diverse needs of BC's student population.
- The Ministry's Offshore School Certification Program is expanding. An application and selection process will be completed by September 2002.
- The Ministry continues to work with Indian and Northern Affairs Canada to ensure that federal funds for education of status, on-reserve First Nations students reach School Boards when School Boards provide educational services to the Band.

Ministry Role, Services and Strategic Shifts

Introduction

The Ministry of Education has specified duties and powers under the *School Act*, and *Independent School Act*. These duties include establishing a governance structure, developing policies and setting standards for the education system, providing funding to School Boards, setting overall direction for the education system, monitoring system success, and providing leadership to K-12 educational institutions.

The Ministry also plays an important role in keeping parents and the public informed about what BC's children are learning, how students are performing, and how resources are being used. The Ministry must demonstrate that the legislation, regulations, orders and policies that it administers achieve results. The Ministry, boards of school trustees, and independent schools to which authority is devolved, are all held accountable for results.

The purpose of the Ministry of Education Annual Report is to report to the legislature and the BC public about achievements related to specific goals intended to improve student achievement in BC's public and independent schools.

The *Statement of Education Policy Order* sets out the vision and mandate for the education system. This order is currently being updated from the most recent version dated September 1, 1989.

Vision

The Ministry is committed to working with School Boards, parents, educational partners, and others to build on the strengths and successes of British Columbia's school system. To this end, the Ministry's vision is: an education system that is the best in Canada.

Mission

The mandate for the K-12 education system is set out in the *School Act*: The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Values

The Ministry of Education is committed to conducting its operations in accordance with the following values:

Effectiveness — Students should achieve the highest standards of intellectual, career, human and social development of which they are capable. Their K-12 schooling should be a significant contributor to this success.

Equity — The benefits that students obtain from their schooling should not be limited by their ascribed characteristics or by the social conditions affecting them outside school.

Efficiency — Effort should be focused on improving the success and achievement of students and the conduct of education from Kindergarten to Grade 12.

Core Business

The primary function of the Ministry of Education is to provide leadership and support for the K-12 system. The core business of the Ministry is to:

- allocate funds for the education system;
- set educational standards based on the outcomes students need to achieve;
- monitor student performance and report the results to the public;
- work with schools and communities to improve student and school performance; and
- oversee the governance of the education system as a whole.

Education plays a central part in the government's priorities. It is widely held that improved educational attainment increases job opportunities, earning potential, and overall economic growth while reducing levels of crime, dependence on government financial support, and use of health care services. An educated populace is the fundamental basis of a civil society.

During the 2001/02 school year there were 632,024 students enrolled in 1,794 public schools across the province. These figures include 17,743 students enrolled in 35 continuing education schools and 6,844 students enrolled in 9 distance education schools. Funded by provincial grants, public schools have non-restrictive admission policies and an obligation to provide an educational program for all students enrolled. Public schools are required to provide instruction in core and elective subjects.

Sixty school districts including the Conseil scolaire francophone de la Colombie-Britannique ensure schools provide students with opportunities for quality education. The board of school trustees in each district is accountable to the public for allocating funds according to local conditions and priorities, and for the quality, cost-effectiveness, and educational outcomes of the programs delivered to students. It is also the responsibility of the board to ensure that educators follow provincial legislation and policies.

The provincial government provides financial support for independent schools that meet specified standards consistent with the *Independent School Act*. There were 59,951 students enrolled in 340 independent schools in BC during the 2001/02 school year.

In addition to public and independent schools, 3,651 students were registered as having received home-based schooling during the 2001/02 school year. These students receive their education at home, and their parents have access to education services and resources including assessment, learning materials and record keeping.

The enrolment of Aboriginal students in BC public schools increased from 46,876 in 2000/01 to 48,933 students or 7.7% of the total student enrolment in 2001/02. In the same year, 65,701 students in BC public schools were identified as students with special needs, a decline of 549 students from the previous year.

Involvement of parents and the wider community is critical to the success of the K-12 education system. The role of parents in providing a quality education for students is recognized formally in the *School Act*.

Strategic Shifts

The table below outlines the strategic shifts that are being undertaken by the Ministry of Education as approved by the Core Services Review.

Past practices ...	Shifts to ...
Focus on finance and process	Mandated focus on student achievement and outputs rather than inputs
Accountability is defined as compliance with process	Accountability for results through accountability contracts, monitoring and public reporting
School Boards exercise limited power to be entrepreneurial	School Boards have the ability and are encouraged to engage in entrepreneurial activities
Ministry has limited ability to intervene for educational reasons	Ministry intervention through better use of data, accountability contracts, appointment of an advisor(s), appointment of an official trustee
Ministry funds "one size fits all" programs	Ministry funds learning, boards develop programming choices and direct expenditures that reflect their local needs
Ministry collects data	Ministry shares information with schools, School Boards and the public
Complex funding formula containing historical anomalies	Understandable, comprehensive and transparent funding system
Annual funding to School Boards	Predictable, 3 year funding envelope
Limited attention to school level activity	Focus on schools through school growth plans, transparent funding showing school level detail, reporting on school level data
School Boards restricted by unnecessary rules, regulations and policies	School Boards freed to make more decisions which help to improve student achievement

Environmental Scan

The social and economic environment influences the system's operation and effectiveness. Factors such as the number and location of students, provincial funding levels, workplace requirements, special needs of students, and public support all affect the operation and performance of the education system.

Due to an aging population, enrolments in elementary schools are projected to decline over the next 10 years followed by declines in secondary school enrolment. Rural regions are already experiencing declining enrolments. Although it is anticipated there will be an overall decline in enrolment urban districts, primarily in the lower mainland, are projected to experience enrolment growth.

During the 1990's immigration substantially increased the need for English as a Second Language (ESL) service in several districts. Changing ESL needs are short-term consequences of this immigration while in the longer-term cultural and linguistic composition of British Columbia is being re-defined.

The Aboriginal population in BC is young and growing at a faster rate than the remainder of the population. There are also growing numbers of children in BC identified as having special needs, notably children requiring intensive and costly interventions.

Compared with their predecessors and with other national and international jurisdictions, students in BC are performing well, and transition to colleges and technical institutions has increased significantly in the last decade. The number of students who are eligible for university education exceeds the number of available spaces in BC universities.

Employers' need for qualified personnel is increasing as the workforce ages and moves into retirement. The service industry continues to be the dominant sector in BC. This industry is expanding and many students are entering this sector directly from Grade 12. The high-tech sector is also expanding. Technological advances across many occupations are expected to create a long-term requirement for employees with specific technical and computer skills.

Update on *New Era* Commitments

Government embarked on an ambitious *New Era* agenda for education in 2001/02. The status of these commitments is summarized below.

New Era Commitments Achieved:

- 90 day commitment: Restore education as an essential service under the Labour Code to ensure that no child's right to an education is denied during school strikes and lockouts (Achieved through legislation passed in August 2001).
- Maintain and increase education funding levels by increasing revenues through economic growth (The education budget has been maintained).
- Guarantee that parents of students attending schools are entitled to volunteer their services, provided it does not result in the displacement of existing staff services (Achieved through legislation passed in August 2001).
- Give local School Boards more autonomy and control over the delivery of education services, subject to provincial curriculum and testing standards (The new funding formula gives School Boards the autonomy they need to make decisions based on local needs. Amendments to the *School Act* (Bill 34) also provide School Boards with greater autonomy).
- Devote more of each education dollar to improving the quality of education, and less to bureaucracy (A new, simplified funding formula gives school districts flexibility to allocate funding to meet the needs of their students).
- Give School Boards multi-year funding envelopes, to improve long-term education planning and budgeting (Achieved through new funding allocation system introduced in March 2002).
- Maintain current funding arrangements for independent schools (Achieved through new funding allocation system introduced in March 2002).
- Support more flexibility and choice in public schooling (Amendments to the *School Act* (Bill 34) give students the choice to attend any school in the province, provided space is available, while requiring districts to create catchment areas so students can attend their neighbourhood schools).
- Improve school accreditations (Amendments to the *School Act* (Bill 34) create a new accountability cycle which requires each school, district and the Ministry to review performance measures, and develop goals and strategies for improvement every year).
- Establish specific goals and outcomes to measure the success of educators in public schooling (New accountability contracts have been established, and school planning councils are responsible for developing an annual plan for each school, including goals and outcomes for improvement).
- Eliminate the PST on basic school supplies purchased by Parent Advisory Councils, which volunteer their time and effort to raise money for public schools (Budget 2002 in February provided PST refunds on purchases by Parent Advisory Councils).

New Era Commitments in Progress:

1. Ensure that music, arts and physical education curricula are fully funded.

Plans to address: Through the new funding allocation system introduced in Spring 2002, the Ministry provided the autonomy and flexibility to School Boards to allocate resources to meet local needs. Boards have the capacity to allocate provincial funds to all areas of the curriculum including music, arts and physical education.

This is just the first step. In addition to the changes to the funding allocation system the Ministry is undertaking a comprehensive review of graduation requirements. Once completed, progress in implementing the music, arts and physical education curriculum can be monitored through school board accountability contracts.

2. Work with educators and employers to expand job training and skills development opportunities.

Plan to address: Four initiatives are currently under development:

a. Ministry and district staff are partnering with industry to develop employability skills for Grade 11 and 12 students.

b. The Ministry of Education and the Ministry of Advanced Education are working together to encourage more K–12 students to consider trades training as a pathway to a viable and enjoyable career.

c. Beginning with the 2002/03 school year, funding for career programs will be combined with the general operating grants as part of the student-based allocation provided to School Boards. This gives School Boards the autonomy and flexibility they need to meet students' needs and local priorities. The *Career Programs Order* and *Work Experience Order* set out guidelines that districts will follow. The Ministry supports districts in the local development of career programs.

d. Recommendations from the Graduation Requirements Review are also expected to address issues about career pathways for students.

3. Provide teachers with more technology training.

Plan to address: Enhanced teacher training is a key component of our ability to expand distance education and other technology-based initiatives, which will enhance learning opportunities and contribute to the overall goal of improved student achievement.

Throughout BC, teachers are integrating Information and Communication Technology (ICT) into their teaching practice and in turn providing students with effective and engaging learning opportunities. The ICT Standards Project aims to support the effective and appropriate integration of ICT into teaching and learning by establishing common provincial standards with respect to students' skills and application of ICT, providing a resource to teachers to aid in assessing and reporting student performance using ICT, and providing "snapshots" of students' work that demonstrate a range of performance using ICT.

The Ministry is also actively pursuing partnerships that will enable the Ministry to work with teachers, school districts, other education partners and the private sector in order to fulfil this commitment.

4. Put more computers in schools and increase resources to improve computer literacy for students of all ages.

Plan to address: Last year, 5,000 computers were transferred to BC schools through the Computers for Schools Program. The Ministry and Chief Information Officer are partnering to explore options to enhance technological infrastructure in schools. The new funding allocation system provides school districts with the flexibility to prioritize spending on technology to meet local needs.

In June 2001, the Premier assigned the Minister of Education a number of key projects. The status of these projects are summarized below.

Key Projects Completed:

- Examine opportunities for providing increased flexibility and choice in public schooling. (Amendments to the *School Act* (Bill 34) provide opportunity for students to attend the school of their choice if space is available. Through the Graduation Requirements Review, additional opportunities for student success are also expected to be addressed)
- Develop an understandable, transparent, comprehensive population-based funding formula for school districts and independent schools. (Introduced in March 2002 for implementation in 2002/03 school year)
- Develop accountability contracts with school districts, including reporting of outcomes. (Contracts for all districts were submitted to the Ministry and posted on the Ministry's website in February 2002. School Boards are required to submit their second accountability contract to the Ministry by October 31, 2002. This contract will include a report on their outcomes over the last year)

Key Projects in Progress:

1. Clearly define the role of the provincial Ministry of Education, including the current governance model and the role of interest groups and make recommendations.

Plan to address: The role of the Ministry has been defined in the Ministry Service Plan and through the Core Services Review. Further clarification comes as a result of the spring 2002 legislation, Bill 34. In addition, the *Statement of Education Policy Order*, which also refers to the roles and responsibilities of education partners, is being revised.

2. Improve student performance over four years.

Plans to address: Improving student achievement is the overarching goal in the Ministry and in all parts of the education system. Activities resulting from the Ministry's Core Services Review, approved in November 2001, are focused on the goal of improving student achievement: setting standards; monitoring performance; reporting publicly on performance; funding and governance.

3. With the Chief Information Officer, make recommendations for enhancing technological infrastructure in schools.

Plans to address: With the assistance of staff from the Chief Information Office, the Ministry has made upgrades to the PLNet to provide faster connectivity to approximately 1/3 of the schools across the province. The Ministry continues to explore other options to enhance technological infrastructure.

Performance Reporting

The BC education system is committed to the efficient use of public funds in order to ensure all students have opportunities to become accomplished in a range of essential academic and life skills.

The performance results presented in this report focus on the four goals outlined in the Ministry of Education Service Plan 2002/2003 - 2004/2005.

1. Improved student achievement.
2. Responsible citizens who contribute to a competitive and growing economy.
3. A top-notch performance-oriented education system.
4. Parity of achievement for all students regardless of ethnic origin, gender, geographic location, physical characteristics, or socio-economic status.

The K-12 education system is based on the school year. The Ministry has presented performance results collected during the school year July 2000 through June 2001, as this is the most current information available at the time of printing.

Each year the Ministry collects, reviews and distributes a variety of data for accountability purposes and to support performance management. The collection of student enrolment data supports a population-based funding formula. The assignment of a unique identifier to each student-the Personal Education Number (PEN)-is used to monitor student achievement and generate statistics about student movements and transitions between grades and schools. Student performance data including breakout of results for students with special needs, Aboriginal students and gender differences are also collected.

Performance results for all students in both independent and public schools are included in the data wherever possible. Results for subpopulations of students are presented in Goal 4. Definitions for Aboriginal and special needs can be found in the glossary in Appendix A.

Goal 1 Improved student achievement

A strong foundation for a productive, satisfying life is indicated when students exhibit positive learning achievement patterns in core areas of instruction.

Performance Measures

- Percentage of students meeting or exceeding expectations on Foundation Skills Assessments (FSA)
- Grade 8-9 transition rate
- School completion rate
- Percentage of students with "C" or better in Grade 12 courses
- Number of Grade 12 students receiving scholarships

Foundation Skills Assessment (students meeting or exceeding expectations) *

		1999/2000	2000/2001
Reading	Grade 4	79.5%	77.9%
	Grade 7	80.7%	75.7%
	Grade 10	79.4%	74.7%
Numeracy	Grade 4	79.5%	83.9%
	Grade 7	79.7%	81.2%
	Grade 10	74.7%	76.7%
Writing	Grade 4	Not comparable with 2000/01 data.	90.7%
	Grade 7		81.0%
	Grade 10		86.2%

* FSA provides a snapshot of how students performed on recent Foundation Skills Assessments. There are not yet sufficient years of data collected to establish a trend in the results. 2000/01 FSA results for writing are not comparable to 1999/00, therefore 2000/01 data will be the baseline for future assessments of writing.

Transition (Grade 8 into Grade 9)

	1999/2000	2000/2001
Percentage of students who successfully made the transition from Grade 8 into 9*	95.2%	95.3%

* Data not adjusted for outmigration (students who moved out of province between grade 8 and 9)

Student Performance (Grade 12) and School Completion

	1999/2000	2000/2001
Dogwood Completion Rates*: Percentage of Grade 8 students completing their secondary education within 6 years by receiving a Dogwood Diploma.	74.8%	75.9%
Students with "C" or better in Grade 12 courses:** Communications English Principles of Math	 72.4% 78.0% 76.4%	 69.2% 80.0% 79.0%
Scholarships Grade 12 students receiving scholarships	4,222 (10.3% of graduates)	4,651 (11.1% of graduates)

* The proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school. It includes migrants to BC who would have been in Grade 8 in the base year, and is adjusted for out-migration from BC. Most students graduate within the first five years of the six-year period. This rate, which uses Personal Education Numbers (PENs) to track students, is used in the six-year period ending in 1996/97 and subsequent six year periods.

** Data includes students who received the final letter grade of C, C+, B, and A.

Goal 2 — Responsible citizens who contribute to a competitive and growing economy

It is widely held that improved educational attainment increases job opportunities and improves earning potential. The education system in BC offers a range of academic study and life skills which enables students to connect their learning experiences with what is expected in the work place or post secondary education.

The school system also plays a critical role in facilitating and supporting the development of students as active, generous, and responsible participants in their schools and communities.

Objective 1 — To improve student achievement in areas of career development

Performance Measures

- School completion rate
- Percentage of students making transitions to work and/or post secondary education

School Completion (Dogwood Completion Rate)*

	1999/2000	2000/2001
Percentage of Grade 8 students completing their secondary education within 6 years by receiving a Dogwood Diploma	74.8%	75.9%

* The proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school. It includes migrants to BC who would have been in Grade 8 in the base year, and is adjusted for out-migration from BC. Most students graduate within the first five years of the six-year period. This rate, which uses Personal Education Numbers (PENs) to track students, is used in the six year period ending in 1996/97 and subsequent six year periods.

Transitions to work and/or post-secondary education

		1999/2000	2000/2001
University application and direct admission of graduates from previous year.	Applied Qualified Admitted Registered	27.9% 24.2% 21.2% 15.8%	27.2% 25.0% 21.6% 16.4%
Percentage employed full-time of 19 year olds*		30.6%	29.3%
Graduates Transition Survey (Graduates main activity in the past year)**	Attending post-secondary education full-time Attending post-secondary education part time Working Unemployed and not looking for work Unemployed and looking for work Other	51.8% 4.9% 37.9% 2.1% 1.3% 2.1%	2000/01 data will be available in late 2002 (for graduates from 2000/01)

* Source: Statistics Canada, Labour Force Survey

** Telephone survey of a random sample of 1,025 graduates from 1999/2000 school year one year after graduation. There was a high response rate (70.6 per cent) and the maximum sampling error is +/- 3 per cent (19 times out of 20)

Objective 2

To improve student achievement in areas of human and social development

Performance Measures

- Percentage of students in agreement with statements reflective of socially responsible behaviour, such as community mindedness, valuing diversity, and a sense of self-worth (Baseline data collection: 2002)

Goal 3

A top-notch performance-oriented education system

Accountability for student results is strengthened through effective leadership and support in addition to sound performance management at all levels of the education system.

Objective 1

To establish the infrastructure needed to focus the education system on student achievement

Performance Measures

- Percentage of parents who report they can play a meaningful role in their children's school (Baseline data collection: 2002)
- Percentage of students that feel their school is helping them improve their computer skills (Baseline data collection: 2002)
- Percentage of education partners who report that the funding system is understandable, transparent and comprehensive (Baseline data collection: 2002)
- Proportion of curriculum documents that are older than five years
- Proportion of buildings with life expectancy under 10 years

Curriculum Documents

	1999/2000	2000/2001
Curriculum Documents older than 5 years:	Nil	5/114

Note regarding the target of zero curriculum documents older than 5 years. The Ministry is reviewing the way curriculum is developed. As a result, curriculum documents will not be reviewed until a new process is developed.

School Buildings

	1999/2000	2000/2001
Buildings with a life expectancy under 10 years	N/A	241 (13.9%)

Objective 2

To improve and maintain student, parent and teacher support for the K–12 education system

Performance Measures

- Percentage of students satisfied with their school and education (Baseline data collection: 2002)
- Percentage of parents satisfied with their child's school and education (Baseline data collection: 2002)

- Percentage of school staff satisfied with their school (Baseline data collection: 2002)
- Number of visits to Ministry websites (Baseline data collection: 2002)

Objective 3 — To reduce burdensome and/or inefficient regulations in Ministry policy and legislation

Performance Measures

- Proportion of deregulation completed (Baseline data collection: 2002)
- Satisfaction of School Boards with their ability to manage effectively (Baseline data collection: 2002)

Objective 4 — To perform at a high level in comparison to other jurisdictions

Performance Measures

- British Columbia's standing on national and international assessments.

	1999/2000	2000/2001
British Columbia's standing on national and international assessments	Programme for International Student Assessment (PISA) 2000: no national or international jurisdiction outperformed BC in reading or science; only Alberta, Japan, Korea and Quebec did better than BC in math.	School Achievement Indicators Program (SAIP) 2001 Mathematics III assessment: the results indicated that BC students perform at a level statistically the same as Canada as a whole in three of the four assessment areas.

Objective 5 — To build an open, performance-oriented culture inside the Ministry

Performance Measures

- Percentage of Ministry staff who feel they are contributing to improving performance in the system (Baseline data collection: 2002)
- Percentage of district staff who feel that the Ministry is focused on improving student achievement (Baseline data collection: 2002)

Objective 6 — To build a performance-oriented culture with each school district

Performance Measures

- Percentage of Superintendents who have implemented accountability contracts
- Percentage of School Boards meeting the obligations in their accountability contracts (Baseline data collection: 2002)

2001/02
All sixty School Boards submitted their accountability contracts in fall 2001. The 2001/02 school year will be a planning and baseline year.

Goal 4

Parity of achievement for all students regardless of their ethnic origin, gender, geographic location, physical characteristics, or socio-economic status.

A strong foundation for a productive, self-reliant populace is achieved when every student exhibits strong performance in core areas of instruction.

Objective 1

To reduce inequalities among students in terms of their ability to meet the goals of education

Performance Measures

- Percentage of students meeting or exceeding expectations on Foundation Skills Assessments (FSA), by equity group
- School completion rate, by equity group
- Grade 8-9 transition rate, by equity group
- Percentage of students with "C" or better in Grade 12 courses, by equity group
- Number of Grade 12 students receiving scholarships, by equity group
- Percentage of students making transition to post-secondary and/or work, by equity group
- Percentage of students in agreement with statements reflective of socially responsible behaviour, such as community mindedness, valuing diversity, and a sense of self-worth, by equity group (Baseline data collection: 2002)

Foundation Skills Assessment results (students meeting or exceeding expectations)*

Reading

		Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
Gr 4	1999/00	82.9%	76.1%	55.8%	81.2%	54.2%	80.4%
	2000/01	80.7%	75.2%	54.6%	79.7%	51.6%	78.6%
Gr 7	1999/00	83.8%	77.7%	56.3%	82.4%	49.4%	82.1%
	2000/01	78.0%	73.5%	51.5%	77.4%	46.4%	76.7%
Gr 10	1999/00	84.9%	74.2%	58.3%	80.5%	43.5%	80.5%
	2000/01	79.1%	70.5%	52.6%	75.8%	37.7%	75.5%

Numeracy

		Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
Gr 4	1999/00	78.4%	80.6%	56.8%	81.1%	57.2%	80.2%
	2000/01	83.2%	84.5%	65.0%	85.3%	62.8%	84.5%
Gr 7	1999/00	80.4%	79.1%	54.0%	81.5%	50.2%	80.9%
	2000/01	80.2%	82.2%	57.6%	82.8%	56.9%	81.9%
Gr 10	1999/00	73.4%	75.8%	46.4%	76.0%	37.0%	75.4%
	2000/01	75.7%	77.6%	52.5%	77.8%	41.0%	77.3%

Writing

		Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
Gr 4	1999/00	Data not comparable to 2000/01					
	2000/01	94.9%	86.6%	77.4%	91.7%	69.7%	91.4%
Gr 7	1999/00	Data not comparable to 2000/01					
	2000/01	89.7%	72.3%	60.6%	82.3%	48.4%	82.3%
Gr 10	1999/00	Data not comparable to 2000/01					
	2000/01	92.6%	79.8%	72.5%	86.8%	55.6%	87.2%

* FSA provides a snapshot of how students performed on the most recent Foundation Skills Assessments. There are not yet sufficient years of data collected to establish a trend in the results. 2000/01 FSA results for writing are not comparable to 1999/00, therefore 2000/01 data will be the baseline for future assessments of writing.

School Completion (Dogwood Completion Rates)*

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
1999/00	74.8%	79.4%	70.4%	38.9%	77.6%	Data not available.	77.7%
2000/01	75.9%	80.6%	71.4%	42.1%	78.6%		79.0%

* The proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school. It includes migrants to BC who would have been in Grade 8 in the base year, and is adjusted for out-migration from BC. Most students graduate within the first five years of the six-year period. This rate, which uses Personal Education Numbers (PENs) to track students, is used in the six year period ending in 1996/97 and subsequent six year periods.

Transition Grade 8 into Grade 9 *

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
1999/00	95.2%	95.7%	94.7%	85.8%	95.9%	88.5%	95.5%
2000/01	95.3%	95.8%	94.8%	86.6%	96.0%	87.4%	95.7%

* Data not adjusted for outmigration (students who moved out of province between grade 8 and 9)

Students with "C" or better in Grade 12 courses*

Communications 12

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
1999/00	72.4%	78.4%	69.1%	71.4%	72.6%	67.2%	73.6%
2000/01	69.2%	75.7%	65.5%	64.3%	69.8%	65.3%	70.1%

English 12

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
1999/00	78.0%	84.2%	71.2%	65.3%	78.5%	59.8%	77.2%
2000/01	80.0%	85.7%	73.8%	69.0%	80.4%	63.9%	79.3%

Principles of Math 12

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
1999/00	76.4%	79.4%	73.9%	64.6%	76.6%	58.4%	75.0%
2000/01	79.0%	81.8%	76.5%	62.4%	79.2%	57.0%	77.7%

* Data includes students who received the final letter grade of C, C+, B, and A

Grade 12 students receiving scholarships

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
1999/00	4,222	2,364	1,858	33	4,189	9	4,213
2000/01	4,651	2,533	2,118	39	4,612	24	4,627

Transition to university

University eligibility and direct admission (99/00 graduates)

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
Applied	27.9%	29.9%	25.8%	6.1%	29.3%	2.1%	27.3%
Qualified	24.2%	26.3%	22.0%	4.5%	25.5%	1.5%	23.4%
Admitted	21.2%	23.1%	19.3%	4.1%	22.4%	1.4%	20.3%
Registered	15.8%	17.1%	14.4%	2.5%	16.7%	1.2%	15.0%

University eligibility and direct admission (00/01 graduates)

	All	Girls	Boys	Aboriginal	Not Aboriginal	Special Needs	Not Special Needs
Applied	27.2%	29.3%	25.0%	7.0%	28.7%	2.3%	26.1%
Qualified	25.0%	27.1%	22.7%	5.9%	26.4%	2.0%	23.7%
Admitted	21.6%	23.6%	19.4%	5.4%	22.8%	1.3%	20.2%
Registered	16.4%	17.7%	14.9%	4.0%	17.3%	0.8%	15.2%

Report on Resources

The following resource summary table reports on the financial resources used during the government fiscal year 2001/02.

2001/02 Resource Summary

For the Period April 1, 2001 to March 31, 2002

	2001/02 Estimated	Other Authorizations	Total	Actual	Variance
Operating Expenses ($000)					
Public Schools	4,094,142		4,094,142	4,123,553	(29,411)
Independent Schools	150,730		150,730	156,828	(6,098)
Debt Services	358,100		358,100	322,946	35,154
Amortization of Prepaid Capital Advances	187,800		187,800	187,775	25
Program Management	34,908		34,908	33,337	1,571
Corporate Services	17,812		17,812	17,421	391
Total	4,843,492	0	4,843,492	4,841,860	1,632
Full-time Equivalents (FTEs)					
Total	378		378	370	8
Ministry Capital (Expenditures) ($000)					
Information Systems	5,430		5,430	4,492	938
Other	367		367	101	266
Total	5,797	0	5,797	4,593	1,204
Consolidated Capital Plan Expenditures ($000)					
Public Schools	305,000	0	305,000	282,371	22,629
Other Financing Transactions (Net Disbursements) ($000)					
N/A	0	0	0	0	0

Public Schools: A one-time special grant was allocated to school districts on a per-pupil basis, using September 2001 enrolment figures. School districts received nearly $42.8 million. This cost was offset mainly by savings in the ministry budget, savings in debt servicing and sinking fund earnings.

Independent schools received two special purpose grants totaling approximately $3.8 million. These special purpose grants were issued to all school districts for operational expenditures and independent schools grants were calculated using the same percentages used for calculating their annual operating grants. In addition, independent school funding was higher due to higher student enrolment, per FTE student amount, and special education increases.

Debt service savings resulted primarily from lower than anticipated interest rates, higher than anticipated sinking fund earnings and a reduction in planned capital spending.

Consolidated capital plan expenditures were $23 million lower due to delays in some construction schedules and the deferral of or reduction in scope for several projects.

Appendix A — Glossary of Ministry Terms

Aboriginal Student

For the purposes of this report, "Aboriginal" includes only self-identified students. For Foundation Skills Assessment (FSA) results, "Aboriginal" refers to students who reported themselves as Aboriginal in the school year from which the data have been drawn. For all performance data except FSA results, "Aboriginal" refers to students who have ever reported themselves as Aboriginal.

Accreditation

A process involving all BC public schools, focusing on school improvement and accountability. Under the School Accreditation Regulation, the process involves participation in a school self-assessment, the development of a school growth plan, and evaluation by an external team. Student outcomes (knowledge, skills, and attitudes), parent/teacher satisfaction, and community satisfaction are examined and reported.

Board of School Trustees

An elected board of trustees as constituted under the *School Act*.

Conseil scolaire francophone de la Colombie-Britannique (CSF)

The CSF is BC's only francophone education authority. It was established in 1995 to meet BC's obligation under the Canadian Charter of Rights and Freedoms to enable francophones to manage their own education programs. Students enrolled in CSF schools are taught the same standard curriculum as any other BC student; however, they receive their instruction in French, and have an added linguistic and cultural component.

Continuing Education

An education program offered by school districts, primarily for adults, leading to either secondary school completion or the upgrading of a current graduation certificate.

Core Services Review

A comprehensive examination of all provincial programs and activities that took place during the fall of 2001. Its overarching objective was to identify and to confirm the government's core roles and responsibilities and to identify ways to improve the delivery of government services.

Curriculum

What students are expected to know and be able to do at each grade in each subject. School Boards are required to address these expectations.

Distance Education

Course work that takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting a flexible schedule. Distance education courses are available to public and non-public K–12 school students.

Dogwood Completion Rate (tracking-based)	The proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school. It includes migrants to BC who would have been in Grade 8 in the base year, and is adjusted for out-migration from BC. Most students graduate within the first five years of the six-year period. This rate, which uses Personal Education Numbers (PENs) to track students, was first used in 1996/97 and is available for all subsequent years.
Dogwood Diploma	A certificate granted to students who meet secondary school graduation requirements by successfully completing Grade 11 and 12 required courses (Foundation Studies) and elective courses (Selected Studies). Also known as the British Columbia Certificate of Graduation.
English as a Second Language (ESL) Program	Designed for students whose use of English is sufficiently different from standard English that they require specialized services to adjust to the linguistic and cultural environment in order to be successful in the British Columbia school system.
Foundation Skills Assessment (FSA)	This assessment is administered annually to all students in Grades 4, 7, and 10. It measures student achievement in reading comprehension, first draft writing, and numeracy.
Foundation Studies	A common core of learning comprised of provincially prescribed curriculum to ensure that all students learn to read, write, and do basic mathematics, solve problems, and use computer-based technology. These basic skills are emphasized through studies in English, mathematics, science, social studies, fine arts, and applied skills from Kindergarten to Grade 12.
Funding Allocation System	The system the provincial government uses to allocate funds to the school districts for public education. The yearly amounts are derived through a formula based on a student base allocation plus supplementary grants.
Graduation Requirements Review	A review designed to support student achievement through improved graduation rates; increased choice and flexibility within the system; and the provision of relevant, challenging, and coherent programs for all secondary students. The review involves extensive consultation and research and is to be completed prior to October 2002.
Home School	Students may be taught at home without the supervision of a school, but are registered with a public, francophone, distance education, or independent school or with the Ministry.

Independent School — A person or organization outside the public school system providing an educational program to 10 or more school-age students. These schools are governed by the *Independent School Act* and are grouped into four classifications. Group 1 schools offer programs consistent with the BC curriculum, employ certified teachers, maintain adequate education facilities, and meet municipal codes. They receive per-student grants at 50 per cent of the student costs of local public schools. Group 2 schools meet the same requirements as Group 1 schools, but receive student grants at the 35 per cent level because their per-student costs exceed those of the local public schools. Group 3 schools must maintain adequate facilities and meet municipal codes; they do not receive provincial grants. Group 4 schools cater to non-provincial students. They meet the same curriculum requirements as Group 1, and at least 80 per cent of their teachers are certified. These schools must be bonded and are not eligible for grants.

Integrated Resource Package — An educational document that provides some basic information required by K–12 teachers to implement a subject/course. It contains provincially prescribed learning outcomes (also known as provincially prescribed curriculum), suggested instructional strategies for achieving learning outcomes, suggested assessment strategies, and provincially recommended learning resources.

Locally Developed Programs — The *School Act* gives School Boards the authority to offer education programs that are developed locally to suit the specific needs of the community. As much as 20 per cent of curriculum can be made up of locally developed programs.

Parent Advisory Council (PAC) — Under the *School Act*, parents may establish an advisory council for the school their child attends. Through elected officers, the council may advise the board, principal, and staff on any matters relating to the school.

Provincial Examinations — Measure student performance in selected Grade 12 academic courses. Some independent schools in BC and some public schools in the Yukon also participate. Provincial examinations are currently held in November, January, April, June, and August.

Provincial Learning Network (PLN) — A province-wide telecommunications network which connects K–12 schools with colleges, universities, institutes, Open Learning Agency sites, libraries, museums, and science and cultural sites.

Provincially Prescribed Curriculum — The provincially prescribed (required) curriculum is contained within Integrated Resource Packages (IRPs) in the form of learning outcomes. These are statements of what students are expected to know and be able to do in each grade. They describe the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. All learning outcomes complete the stem: "It is expected that students will . . ."

Public School — A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include standard, continuing education, and distance education schools.

Public Service Renewal — A project launched by the Public Service Employee Relations Commission (PSERC) in 2001. The purpose of the project is to develop and implement people-management solutions to enable the public service to meet current and future challenges.

School Board — see Board of School Trustees.

School Completion Rate — An estimate of the proportion of students who started Grade 8 in a BC school and graduate with a Dogwood Diploma. This rate is adjusted for population changes over time. See also Dogwood Completion Rate.

School District — A geographic area constituted as a district under the *School Act*. There were 59 school districts and the Francophone Education Authority in the province at the time of this report.

Special Education — Refers to a range of student support services provided by school districts to respond to the educational needs of its students, particularly those who are gifted or have a disability.

Special Needs, Students with — Students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, have a learning disability, or have exceptional gifts or talents. Quantitative data for this report have been drawn specifically from the following categories of students: Severe Behaviour, Learning Disability-Severe, Behaviour Disorder-Moderate and Behaviour Disorder-Rehabilitation.

University Eligibility — Graduation with a Grade Point Average (GPA) of at least 2.5 (A = 4; B = 3; C + = 2.5; C = 2; C- = 1). The GPA is calculated by averaging English 12 and the three other highest-graded Grade 12 courses. University eligibility is a measure of eligibility to apply for university entrance. It is not by itself a guarantee that the application will be successful; it is not a formal qualification.